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ABSTRACT

Stressing the need for activities that are amusing, useful, and fun, this paper outlines a family literacy project that provides parents preparing for the General Education Development (GED) test with literacy activities they can do with their children at home. The paper explains that the project was developed for participants of the Indiana Manpower Placement and Comprehensive Training (IMPACT) Program of the State of Indiana. The paper notes that the focus of the program is on the parent as a companion rather than as a tutor (parent and child share and discuss mutual books, interact, listen, and respond to each other). After an introductory section, the paper describes the purpose, assumptions, curriculum, recruitment, resources, and evaluation of the program. The paper presents 17 sample lessons (each about two pages long and focusing on a single book) for use in Adult Basic Education classes. Twenty-eight references, a formative evaluation questionnaire, and a summative evaluation questionnaire are attached. (RS)

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A FAMILY LITERACY PROJECT FOR ADULT BASIC EDUCATION CLASSES:

F OR O U R CHILDRE N

Bernadette B. Lehman
Family Literacy Center
Occasional Paper
Indiana University, Bloomington
1993

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FAMILY LITERACY PROJECT
FOR ADULT BASIC EDUCATION CLASSES:

FOR OUR CHILDREN

Introduction

The name of this family literacy project is **FUN**. I want the adults in the Adult Basic Education (ABE) class who will be learning ways to involve themselves and their children in print activities to achieve these goals by having fun. If learning events and activities are amusing, useful, and fun; they will be remembered, understood, and used spontaneously at home.

The **FUN** Project will focus on the parent being a companion instead of a tutor. The purpose of the program will be to share ideas and discuss books and the experiences that books suggest. The tools used will be the mutual books that the parent and child share. The parents and children will interact, listen, and respond to each other. The results will be that the books and the book activities develop an appreciation of books and further expand family communication.

Thomas Stitch has written about the intergenerational transfer of literacy. Research has found that a child's preschool language development is strongly dependent upon the parents' literacy and oracy skills. Since the child's literacy skill development in school is largely dependent on the oracy skills developed prior to schooling, then a major approach would be to improve the parents' language

skills, both oral and written. Stitch advocates the high priority of adult literacy programs to break the cycle of illiteracy (1983).

Furthermore, The Second Annual Adult Literacy Congress of 1989 proclaimed that attention must be given to programs that stop illiteracy from continuing from generation to generation. Iiliteracy leads to a poor self-image that creates a vicious cycle preceding such problems as drug abuse, teen pregnancy, shame, and high drop-out rates (Adult Literacy Congress, 1989).

Ruth S. Nickse has identified four major ways that family literacy programs may be conducted. Type I is the Direct Parents-Direct Children approach. Both parents and children participate directly. Both receive direct instruction with the parents receiving literacy instruction. Parents are also taught to interact with their own children, to play and read to them. They do these activities with supervision and modeling (1989).

Type II is called the Indirect Adult-Indirect Children method in which both children and parents are invited to participate, but literacy development is limited to the enjoyment of reading. Library programs are good examples of Type II (Nickse, 1989).

Type III is the Direct Adult-Indirect Children design. Literacy instruction is directed at parents who also participate in parenting instruction. **FUN** fits into this category. In this model, the adults are the main target and the children are not seen. Peer practice is used extensively. In this type of program, the parents are the primary beneficiaries, becoming more literate and aware of issues related to child development and literacy. The children of these parents are

secondary beneficiaries with their parents becoming more able to help them (Nickse, 1989, 1990).

In Type IV programs labeled Indirect Adults-Direct Children, children are the main targets for service. The child's literacy development is primary even though there may be an adult program to teach some literacy skills to parents. The main emphasis is showing the parents how to help their children (Nickse, 1989).

Each type has advantages and disadvantages. The advantages of Type III to which **FUN** belongs would be that the parents are not distracted by the presence of their children. Parents can practice with each other and take home materials to their children. Parenting is discussed, but there is not a need for an early childhood specialist on the staff. Disadvantages are that there is no direct observation of parent-child interaction. Staff has to rely on parental reports of what happened at home. The parents may forget what to do to improve literacy at home and may expect literacy behaviors that are inappropriate for their children (Nickse, 1989).

This **FUN** Family Literacy Program is an attempt to break the cycle of illiteracy. The population is composed of participants who are required to be in an adult education class 87 hours per month under the auspices of the Indiana Manpower Placement and Comprehensive Training (IMPACT) Program of the State of Indiana. IMPACT is administered locally by the Monroe County Department of Public Welfare.

Most of the learners' time during the week will be spent in preparing for the General Education Development (GED) test. This family literacy program will occupy 2 1/2 hours per week of the 22

hours of mandatory classtime. There will be a 15 minute break after the first 1 1/2 hours. I believe the adult learners will not only gain from the program, but actually look forward to the days it is scheduled.

Purpose

There are two main purposes or goals of the program. They are a duplication of the purposes of the Intergenerational Literacy Model Project at El Paso Community College under the direction of Elizabeth Quintero. They are:

- to provide literacy instruction for parents of preschool and primary school aged children in a setting where the parents are taught to help their children while at the same time the parents are improving their own literacy skills.
- to provide activities for parents to do with their children at home to develop literacy behaviors which lead to successful literacy development (1987).

Assumptions

The assumptions of this program include the following:

- Social context is of utmost importance in the child's learning (Quintero, 1987).
- Oral language is an integral part of literacy development (Quintero, 1987).

- Literacy behaviors are not specific only to books, but encompass many sociolinguistic behaviors (Quintero, 1987).
- The parents in the program have identified their motivation for wanting to help their children and improve their reading skills (Quintero, 1987).
- The classroom has an emotional atmosphere in which the learners feel secure enough to take risks (Quintero, 1987).
- The teacher is creative and recognizes the value of environmental print (Quintero, 1987).
- The teacher is sensitive to the needs of the learners (Quintero, 1987).
- The teacher provides meaningful experiences at each session (Quintero, 1987).
- The teachers give the learners many opportunities in which they can succeed (Quintero, 1987).
- Adults and children learn by doing (Shelley, 1993).
- Adults and children learn from models (Shelley, 1993).
- Positive changes in parental basic skills will improve the child's performance (Hibpsham, 1989).
- Positive changes in parenting skills will improve the child's performance (Hibpsham, 1989).
- The teacher will engage in all activities with the learners.
- A kitchen is provided for the learners' use.

Curriculum

The **FUN** program will consist of eleven elements. Each meeting will be structured in this fashion:

- Discuss the prior week's activity with the children. The parents will complete the **FUN** Weekly Questionnaire 1. This activity is not appropriate for the first week.
- Mini-lesson about reading. Topics of the mini-lessons will include ways to maintain reading and book sharing habits, initiating reading at home, the benefits of reading, the benefits of reading aloud, book discussions, showing awareness of children's interests, building self-esteem in children, and creating a reading environment in the home.
- Pre-reading discussion of the child's book for the day. The discussion will center on the topic of the book.
- The teacher modeling reading the book.
- Post-reading discussion of the book.
- Peer practice of reading the book. The parents will have time to read the book to each other in the manner they will read to their children. This is the time when the teacher is available to help with individual words.
- Language Experience Approach (LEA). By this time in the class, there will have been numerous discussions about the topic. Questions may be posed that elicit stories, descriptions, or opinions from the learners. Each parent will add one sentence to the Language Experience Story. The teacher will record on an overhead projector the sentence dictated by the parent.

The teacher and the parents then read aloud what has been written. The parents then read the material with the teacher's assistance when necessary. The teacher will type each story for each participant to take home (Quintero, 1987). The dated stories or entries will be made into a book for the parents to enjoy.

In another session, during the regular ABE class, the teacher and learner will have a chance to study individual words and write the words on 3" x 5" cards. There will probably be three or four words that the learner feels are important to learn. The teacher will assist the student in learning these words as sight words. These cards can become part of the individual's word bank. The teacher may choose words to teach a short phonics lesson or a word pattern lesson (Quintero, 1987).

- Activity centered around the theme of the book.
- The materials needed for the activity and the book are sent home with each parent to replicate the lesson.
- Parenting skills discussion. The parents may talk about anything about their children that is on their minds. Topics may include such themes as child development, discipline, management of family matters, attitudes about parenting, and expectations about parenting.
- Complete **FUN** Weekly Questionnaire 2.

Recruitment

- The teacher will prepare informational materials explaining the **FUN** Program. The material will be designed to show the benefits of participating in the project to parents and children.
- The teacher will schedule a group time to discuss the goals and activities of the program. The teacher will be available for individual sessions also.

Resources

- The Monroe County Public Library will help provide the books needed for each session. Interlibrary Loan may have to be used to acquire the number of books needed for each session.
- It is the teacher's responsibility to acquire the materials needed for each class. The teacher may enlist the help of the school and community or acquire grant money to secure the materials that will be required.

Evaluation

- **Formative Evaluation**

Formative evaluation will be conducted at each class session to provide the teacher with information to improve the program. A form from the Joliet Junior College Center for

Adult Basic Education and Literacy prepared by Terry R. Irby will be used (1992). It can be found in Appendix I.

- **Summative Evaluation**

A summative evaluation will be conducted at the end of the program. It will then be determined if this project should be continued or altered. A questionnaire will be collected weekly to be used later in the summative evaluation. The questionnaire can be found in Appendix II of this report. The responses may also be used in the formative evaluation. Positive and negative anecdotes of the adults' reading and activity experiences collected during the project will be examined and calculations will be made.

Sample Lessons

The following pages are composed of sample lessons. The books and lessons may need to be adjusted for each group. The group size may need to be altered if the reading levels of the adults vary too much. As in all programs, flexibility is the key. This is a learner-centered program, not a teacher-centered program.

Carle, Eric. (1990). Pancakes, pancakes. Saxonville, MA: Picture Book Studio.

Steps one goes through to make pancakes.

Mini Lesson- "Ways to Maintain Reading and Book-Sharing Habits"

- Read books to your children. (We will practice today.)
- Make weekly visits to the library.
- Register your children for summer reading programs.
- Show an interest in reading yourself.
- Expand reading activities. (We will do this today.) (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss breakfast foods and breakfast habits.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make pancakes according to the directions in the book.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Flour, baking powder, salt, eggs, milk, syrup, plates, napkins, forks, plastic bags, frying pan, spatula, oil, margarine, spoon

de Paola, Tomie. (1981). Now one foot, now the other. New York: G. P. Putman's Sons.

When his grandfather suffers a stroke, Bobby teaches him to walk just as his grandfather had once taught him.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Tips for Initiating Reading At Home"

- Be reasonable in the demands for reading times. Let the children watch a favorite TV program. Adjust the reading schedule around other activities.
- Start with short periods of reading.
- Make reading together an enjoyable and relaxing activity (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss older persons in your children's lives.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?

- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA, perhaps write about helping others.

Activities

- Help the school in one way today, such as preparing bulletin boards or cleaning shelves.

- Have a discussion with your children about helping someone in the next week and do that activity together.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Material Needed

- cleaning rags, posters, thumb tacks, construction paper

Freeman, Don. (1968). Corduroy. New York: Viking Press.

A bear who was at a department store and who had lost a button on his overalls wanted to be bought and loved. A young girl did buy him and sewed a button for him.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Encouraging Children to Read Can Have Benefits"

- Children who read are practicing to become good readers.
- Reading exposes children to broaden their perspective of the world around them.
- Children can explore cultures and environments different from those they live in.
- Reading can establish interests that can be shared with others.
- Parents and children can use book discussions as a common ground for coming together and talking about problems (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss favorite toys of the children and former toys of the adults.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?

- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make homemade playdough and mold it into a favorite character.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- flour, salt, water, food coloring, pan, spoon

Hayes, Sarah. (1988). Ill. by Helen Craig. This is the bear and the picnic lunch. Boston: Little Brown and Company.

A teddy bear was left to guard a picnic lunch. He fell asleep and the family dog ate the lunch. The boy made another lunch of sandwiches, chips, and apples. It rained and they enjoyed an indoor picnic.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Why Read Aloud?"

- Reinforce lifelong learning
- Enlarge words the children know-vocabulary
- Allow for parent and child to have shared experiences
- Demonstrate the connections between oral and written language.
- Enlarge one's imagination.
- Learn to listen.
- Develop achievement potential (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss the preparation of meals and picnics.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?

- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make nutritious lunches.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Food for lunches, napkins, paper bags

Hoban, Tina. (1984). I walk and read. New York: Greenwillow Books.

Color photography of signs on streets.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "More Reasons for Reading Aloud"

- You can discuss the book with your children.
- Hearing unknown words in context can help children learn the meaning of them.
- Parents who enjoy reading aloud and demonstrate their enthusiasm provide positive reading models for their children (Family Literacy Center, 1992).

Pre-Reading Discussion

- Talk about signs that you saw on the way to school today.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activities

- Walk around the school in teams to notice signs. Make this into a contest to see which group can copy the most signs.

- Write down with your children signs you see during the next week.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Paper, pencils

Keats, Ezra Jack. (1962). The snowy day. United States of America: Puffin Books.

The adventures of a little boy in the city on a very snowy day.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions for Reading Aloud"

- The mood should be one of relaxed listening. Be aware of the physical setting.
- Timing is important. Choose times after strenuous play or when a change of pace is needed.
- Look at your children frequently. Make eye contact.
- Practice talking clearly in a pleasant tone with pacing that captures the rhythm and conveys the mood of the book.
- Use expression and feeling.
- Use your imagination to create a picture and feeling (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss how we feel about snow? Have our attitudes about snow changed now that we are adults? How can we appreciate the snow?

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?

- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make snowmen, snow angels, and trails in the snow.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Snow, suitable clothing

Lionni, Leo. (1968). Swimmy. New York: Pantheon.

Story of a small fish who learned to overcome danger by banding together with other small fish.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson-"Suggestions for Encouraging Book Conversations"

- Ask questions to which you don't know the answers.
- Ask questions that require you and your children to use your imaginations. Begin questions with, "I wonder if..." or "Why do you think that...?"
- Ask questions that require your children to predict or to elaborate about characters, situations, or events in the story.
- Ask questions that motivate your children to talk about their own experiences in relation to what you are reading (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss ways to overcome danger.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.

- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Watercolors of underwater scenes.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- paper, water coloring kits

Lobel, Arnold. (1970). Frog and Toad are friends. New York: HarperCollins Publishers.

Five short stories about friendship. The last story is about writing a letter to a friend.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions for Responding to Your Children's Comments"

- Be positive and sincere when responding to your children's comments.

- Avoid judging your children's opinions and comments. Talking things over with your children as equals may be uncomfortable at first. Later, it will become apparent that open communication has been encouraged.

- Be honest in expressing your own opinions. Justify them in the same way your expect your children to justify their opinions. You and your children may disagree while respecting their thoughts at the same time.

- Tone of voice is as important as the words you choose when you respond to your children. Try to keep your voice neutral when you disagree with your children. Ask a follow-up question for further clarification and see if you can understand your children's point of view (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss the meaning and importance of friendship.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Design a greeting card for a friend.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Magic markers, construction paper, envelopes, stamps

Martin, Bill Jr. Ill. by Eric Carle. (1983). Brown bear, brown bear; What do you see?New York: Henry Holt and Company.

Children see a variety of animals, each one a different color. Predictable book.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions for Being Attentive and Showing Interest in What Your Child is Saying"

- Show that you are listening by asking your children to expand on or clarify a point.
- Be patient. We seldom ask children for their opinions. They may be reluctant to speak at first. Let silences occur while your children are formulating answers. Do not rush in to do all the talking.
- Set aside time to discuss the book you are reading. Give your children your full attention (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss predictable books.
- Name categories of items.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?

- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA

Activity

- Draw pictures of objects that belong to one category. Color each object a different color with crayons.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Paper, box of eight crayons

Parrish, Peggy. (1966). Ill. by Fritz Siebel. Amelia Bedelia and the surprise shower. New York: HarperCollins Publishers.

Amelia Bedelia misunderstands all sorts of idioms and gets herself into trouble.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions of How to Show Awareness of Your Child's Interests and Concerns"

- Select books that are of interest to your children.
- Share experiences or stories that relate to the reading rather than quizzing your children about what was read.
- It is often easier to talk about issues of concern with your children when the discussion arises from the context of a book. Ask "why" questions (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss phrases (idioms) that could be confusing to children.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?

- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activities

- Make a list of confusing phrases.
- Ice cupcakes

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Cupcakes, icing, paper, pencils

Piper, Watty. (1930) The little engine that could. New York: Platt and Munch.

A train who succeeds in climbing a mountain with positive thinking and determination.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson-"Suggestions for Building Your Children's Self-Esteem"

- Give lots of praise. Look for achievement, even in small tasks, and praise your children often. You are more likely to promote the behavior you want when you emphasize the positive, and your compliments will help your children have positive feelings about themselves.

- Praise effort, not just accomplishment. Let your children know that they do not always have to win. Trying hard and giving one's best efforts are good acts in themselves (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss obstacles we have to overcome in our own lives.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?

- Did you like the book? Why or why not?

- What did this story remind you of? Tell us about your experience.

- What stands out in your mind as being important?

- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make a collage of experiences the learners would like to have, places they would like to see, etc. In other words, any goals may be included.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Paper, magazines, glue

Sendak, Maurice. (1963). Where the wild things are. United States of America: Harper Row.

A little boy who misbehaves is sent to his room without dinner where he imagines being in control of monsters and returns to find his cozy room with a hot dinner in it.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions of Ways to Build Your Children's Self-Esteem"

- If either you or your children expect too much, the resulting failure can be a crushing blow.
- Give your children responsibility around the house. Let them know they are doing something useful to help the family. The children see themselves as useful and important. Completing their duties instills a sense of accomplishment (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss ways to show anger that do not hurt anybody.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?

- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Design monsters with finger-paint.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Newspapers, finger-paints, finger-paint paper.

McGovern, Ann. (1986). Stone Soup. New York: Scholastic.

A tale about a man who uses his imagination and gift of gab to make delicious soup from a stone.

Discuss last week's activity with the children at home.
Complete Questionnaire 1.

Mini Lesson- "Suggestions of Ways to Build Self-Esteem"

- Show your children you love them. Children are never too young or too old to be told that they are loved and highly valued.

- Be careful not to compare children. Each child is unique (Family Literacy Center, 1992).

Pre-Reading Discussion

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?

- Did you like the book? Why or why not?

- What did this story remind you of? Tell us about your experience.

- What stands out in your mind as being important?

- If you were the author, how would you change the book?

- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Prepare stone soup.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Crock pot, stone, vegetables, bullion cubes, bowls, spoons, napkins

Walcott, Patty. (1975). Ill. by Frank Bozzo. My shadow and I. Reading, MA: Addison Wesley.

As the large tree near his house seems to become a frightening monster, a little boy and his shadow battle this adversary with a broom-weapon.

Discuss last week's activity with the children at home.
Complete Questionnaire 1.

Mini Lesson- "Suggestions of Ways to Build Your Children's Self-Esteem"

- When correcting, criticize the action, not the child. A thoughtless comment can be devastating to the child.

- Take responsibility for your own negative feelings. One constructive way to share your own negative feelings about a situation is to use "I Messages." "I Messages" do not make the children feel they are under attack.

  Examples:

  Helpful: "Keeping the house neat is important to me. I get upset when you leave your toys in the hall."

  Hurtful: "You act like a pig sometimes. When will you learn to put things where they belong?" (Family Literacy Center, 1992)

Pre-Reading Discussion

- Discuss ways we notice our shadows.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?

- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activities

- Make hand shadows on the wall.
- As a home activity, in addition to creating hand shadows, take walks at different times of the day and notice the size and direction of your shadows.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Light to shine on wall, sunshine

Keats, Ezra Jack. (1970). Hi, Cat! New York: The Macmillan Company.

A little boy finds a cat that disrupts a surprise show the boy had prepared for the neighborhood children.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions for Listening to Your Children"

- Rephrase your children's comments to show that you understand. Rephrasing assures the children that you are hearing what they are saying, it allows the children to "rehear" and consider what they are saying, and it assures you that you correctly understand your child.

- Watch your children's face and body language. When words and body language say two different things, always believe the body language.

- Give nonverbal support and encouragement. This may include a smile, a wink, a pat on the shoulder, nodding your head, making eye contact, or reaching for your child's hand.

- Use the right tone of voice for the answer you are giving. The tone of your voice communicates to your children as clearly as your words.

- Use encouraging phrases to show your interest in what your children are saying to you. The phrases such as, "Oh, really?,' "Tell me more," Then what happened?" show your children that you care about what they are telling you (Family Literacy Center, 1992).

Pre-Reading Discussion

- Discuss ways you can provide entertainment for your children.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Make masks from paper bags or paper plates.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

- Paper bags, picnic plates, hole punch, construction paper, feathers, yarn

Rand, Ann and Paul Rand. (1956). I know a lot of things. New York: Harcourt, Brace and World, Inc.

Each page is devoted to a fact and has an accompanying picture.

Discuss last week's activity with the children at home. Complete Questionnaire 1.

Mini Lesson- "Suggestions for Building a Reading Environment in Your Home"

- Let your children see you read.
- Read to your children.
- Listen and respond to your children's questions.
- Encourage your children to write- and then ask the meaning of the message (Family Literacy Center, 1992).

Pre-Reading Discussion

- Open discussion.

Model Reading Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?

- If you were going to tell someone about the book, what three things would be important for them to know?

- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activity

- Each participant will write one fact and illustrate it. We will make a book of these pages during the session and the teacher will read it aloud.

Parenting Skills Discussion

- What issues are on the group's mind?

Complete Questionnaire 2.

Materials Needed

Paper, hole punch, crayons, yarn

Gordon, Margaret. (1985). Ill. by Viking Kestrel. Wilberforce goes to a party.Harmondsworth, Middlesex, England: Viking Books, Ltd.

Story of a bear who goes to a birthday party.

Discuss last week's activity with the children at home.
Complete Questionnaire 2.

Mini Lesson- None this week.

Pre-Reading Discussion

- Discuss celebrations

Read Book

Post-Reading Discussion

- How did you feel at the end of the story? Did your feelings change from the beginning to the end of the story? What caused them to change?
- Did you like the book? Why or why not?
- What did this story remind you of? Tell us about your experience.
- What stands out in your mind as being important?
- If you were the author, how would you change the book?
- If you were going to tell someone about the book, what three things would be important for them to know?
- How would the main character in the book act in a new situation? (Hicks, 1993)

Peer Practicing of Reading the Book

Language Experience Approach (as a group)

- Let the group choose the topic for the LEA.

Activities

- Make an invitation for another participant.
- Make a dessert and celebrate the accomplishments of the group during the **FUN** Project.
- Hand out certificates for every participant.

Parenting Skills Discussion

- What issues are on the group's mind?

Materials Needed

- Dessert, silverware, tablecloth, certificates, balloons, crepe paper streamers, paper, crayons

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Appendix I

Formative Evaluation Questionnaire

FUN WEEKLY QUESTIONNAIRE 1.

1. What activities did you do at home?

_____

_____

_____

_____

2. Comments about what happened when you were doing the activities with your child or children?

_____

_____

_____

_____

_____

_____

_____

3. Additional comments

_____

_____

_____

_____

_____

Please use the back of the page for other comments.

Appendix II

Summative Evaluation Questionnaire

FUN WEEKLY QUESTIONNAIRE 2.

DATE _____

1. Was the information presented useful to you?
   Yes _____
   No _____
   Somewhat _____
   Comments _____

2. Was there enough time for participation and questions?
   Yes _____
   No _____
   Somewhat _____
   Comments _____

3. Did you learn anything new today?
   Yes _____
   No _____
   Somewhat _____
   Comments _____

4. What did you like the most?

   _____

   _____

   _____

5. Is there anything you would like to see changed in the program?

   _____

   _____

   _____

6. Will you use what you have learned at home?

   _____

   _____

Please use the back of the page for additional comments.